

Research Problem Review 74-2

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ASSOCIATE RATINGS OF SENIOR OFFICER POTENTIAL

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Research Problem Review 74-2

(6) ASSOCIATE RATINGS OF SENIOR OFFICER POTENTIAL,

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Research Problem Reviews are special reports to military management. They are usually prepared to meet requests for research results bearing on specific management problems. A limited distribution is made--primarily to the operating agencies directly involved.

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FOREWORD

ARI's Leadership Performance Technical Area is involved in research designed to enhance the effectiveness of Army leadership training, provide new and improve existing procedures and instruments to assess leadership potential, provide selection and assessment technology and base data for use in assessment systems development, and to provide integrated effort on the Officer Personnel Management System (OPMS) and Officer Evaluation System Master Management Plan (OESMMP) problems. The present publication is concerned with OPMS requirements that have been identified and requested by the Deputy Chief of Staff for Personnel. These requirements have been integrated with an expanded research program to develop the officer performance data base to meet the needs of personnel management.

The present Research Problem Review reports on research that has been initiated to determine the potential utilization and value of a peer evaluation program for senior officers for use in identification of promotion potential, nomination for high level military schools, Command designation, and special assignments.

The entire task is responsive to the special requirements of the Deputy Chief of Staff for Personnel as well as the objectives of RDTE Project 2Q16310A755, Manpower Systems Division.


J. E. UHLANER
Technical Director

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ASSOCIATE RATINGS OF SENIOR OFFICER POTENTIAL

BRIEF

was studied

Requirement:

To determine the optimal utilization of peer nominations among senior officers as a possible technique for selection for promotion, senior service colleges, duty assignments, and periodic assessments for use with the proposed Officer Personnel Management System (OPMS).

Procedure:

Peer nominations were obtained, by mail, from two independent samples (a total of 1775; a return rate of 76%) of active duty Army colonels. The instructions required that the rater identify the officers about whom they could make a reasoned judgment, then indicate those considered to possess the potential for promotion to General Officer. Explanatory comments concerning the basis for selection or any aspect of the rating procedure were invited.

Findings:

The peer nominations were found to be administratively feasible, but accepted by less than half of the respondents. The most acceptable point of application was among the more junior respondents to permit the use of peer ratings for senior service college selection and possibly promotion later. The spread of scores indicated that the technique yields adequate differentiation and reliability for operational use once the problem of acceptability is solved.

Utilization of Findings:

The utility of peer nominations for selection for promotion, senior service college, duty assignment, and periodic assessment has been established. In order to obtain maximum utility of peer nominations, overall acceptability of the groups involved must be present or be obtained.

ASSOCIATE RATINGS OF SENIOR OFFICER POTENTIAL

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ASSOCIATE RATINGS OF SENIOR OFFICER POTENTIAL

PURPOSE

ARI's Officer Performance Evaluation Systems work unit is concerned with development of improved and more comprehensive techniques to meet the expanded requirements for more and better evaluative information on the performance and potential of the individual officer. This information is required by personnel management in making decisions on the promotion, schooling, and duty assignments of Army officers.

The present investigation, requested by DCSPER(CSD) (Deputy Chief of Staff for Personnel), deals with the utilization of peer ratings among senior officer groups as a possible technique in the development of the proposed Officer Personnel Management Systems (OPMS). Specific questions posed by the DCSPER request concerned:

1. Feasibility of operational administration.
2. Acceptability of the peer rating technique by the colonel group.
3. Application of results:
 - a. For promotion to general officer
 - (1) Use by promotion boards
 - (2) Use by Promotion Approving Authority only
 - b. For selection for senior service colleges
 - c. By personnel managers in making duty assignments
 - d. For personnel actions in lower officer grades, or at regular calendar periods throughout the officer's career.
4. Adequacy of differentiation--the degree to which sums of high nominations minus low nominations yielded a wide range of scores.

RESEARCH DESIGN

Plans for the investigation and construction of the experimental materials and procedures for field administration were worked out in collaboration and review with the DCSPER sponsors. These plans provided for the mail administration of the peer rating procedures to two independent samples of Army colonels.

SAMPLING

Sample 1. Officers, still on active duty, selected for AUS-APL (Army of the United States Army promotion list) promotion to colonel, FY 66 (listed on DA Circular 624-31 of 3 March 1965) were the peer group, with the members rating each other, a total of 321 officers.

Officers, still on active duty, selected for AUS-APL promotion to colonel, FY 67 (listed on DA Circular 624-6 of 1 March 1966), also made ratings within the above group but were not themselves rated, a total of 439 officers.

Sample 2. Officers, still on active duty, selected for AUS-APL promotion to colonel, FY 69 (listed on DA Circular 624-61 of 6 November 1968) were the peer group, with the members rating each other, a total of 886 officers.

Officers, still on active duty, selected for AUS-APL promotion to colonel, FY 70 (listed on DA Circular 624-82 of 3 October 1969) also made ratings within the above group but were not themselves rated, a total of 770 officers.

The identification listing of the officers in these two samples included each officer's service number, basic career branch, completion or not of senior service college. This information was obtained from the Officer Master Tape Record, as of the end of calendar 1970. Table 1 lists the number of subjects in the two samples, categorized by career branch and military education level.

PROCEDURE

Materials for completion and evaluation by the field were sent by mail to the officers identified in the aforementioned samples. (A sample set of these materials is attached at the Appendix.) In summary, the instructions to the rating officer provided that he:

1. Identify all the officers on his career branch roster about whom he could make a reasoned judgment of general officer potential. Then, from those so identified, indicate a proportion with high general officer potential, and a similar proportion with limited general officer potential. Guidance, based on the size of the career branch roster, was provided as to the number of officers to be selected for each category. For each nomination, the rater then indicated his confidence in his judgment, using a three-point scale of "much," "some," "little" confidence.

2. Consider all the officers on the rosters of all career branches except his own who were graduates of one of the senior service colleges. Then, from those he knew, repeat the rating process as accomplished for the officers within his own career branch.

Table 1

DISTRIBUTION OF SUBJECTS RATED
(CAREER BRANCH, MILITARY EDUCATION, AND YEAR)

Career Field	FY 1966			FY 1969		
	SSC	non SSC	Total	SSC	non SSC	Total
AD	7	19	26	8	32	40
AG	1	5	6	4	22	26
AR	18	15	33	27	46	73
CM	1	2	3	6	6	12
EN	15	9	24	24	50	74
FA	22	27	49	32	90	122
FI	2	2	4	4	15	19
IN	58	38	96	70	180	250
MI	2	5	7	6	41	47
MP	3	5	8	3	17	20
OR	5	14	19	10	41	51
QM	2	12	14	12	30	42
SC	8	11	19	16	49	65
TC	3	10	13	12	33	45
TOTAL	147	174	321	234	652	886

3. At his option, submit explanatory information or comment about his basis for the selection of particular officers.

Upon completion of the foregoing rating process, the officer was to indicate his opinion of the utility of the nomination technique for decisions in promotion, senior service college selection, and assignments. He was also invited to add explanatory comment to his opinion if he so wished, and finally to indicate his opinion about the utility of the rating procedure in the more junior officer grades and the desirability of a continuing program conducted on a periodic basis throughout the officer's career.

RESULTS

The analyses reported here are based on the replies received from the field by 2 August 1971, a total of 1775 returns. These include: Sample 1, for the 1966 year group (subjects - respondents) 225 replies, and for the 1967 year group (respondents only) 314 replies; Sample 2, for the 1969 year group (subjects - respondents) 708 replies, and for the 1970 year group (respondents only) 528 replies. The distribution of respondents by career branch and military education level is given in Table 2.

The results are presented and discussed in sections corresponding to the separate objectives: feasibility, acceptability, application, and differentiation.

FEASIBILITY

Results from the field trial show that the administrative procedures used here are operationally feasible. However, the results, including the respondents' comments, have identified certain sources of potential error and the need for continuing administrative monitoring in operational use if the program is to be accepted and trusted by the field, and if the results are to be useful in personnel management.

These problem areas are:

1. Identification of senior service college cases was not accurate in the roster preparation. Thus, it introduced an error bias into the rating procedure. Also, 86 respondents objected to rating being made only among senior service college graduates.

2. Response form did not provide space for rater to identify all the officers that he considered in making his judgments. Solution requires an expanded form on which the rater can record all of his "work-sheet" processing, and a machine-accomplished, pre-scoring screen of completed forms to reject internally inconsistent returns.

DISTRIBUTION OF RESPONDENTS
BY YEAR, CAREER BRANCH & MILITARY EDUCATION LEVEL
(SAMPLE 1)

	1966				1967				Total		
	SSC	non SSC	Total		SSC	non SSC	Total		SSC	non SSC	Total
AD	5	16	21		9	14	23		14	30	44
AG	0	3	3		2	10	12		2	13	15
AR	13	7	20		18	20	38		31	27	58
CM	1	1	2		1	0	1		2	1	3
EN	10	5	15		11	9	20		21	14	35
FA	16	19	35		19	28	47		35	47	82
FI	1	2	3		0	2	2		1	4	5
IN	44	26	70		41	54	95		85	80	165
MI	2	3	5		0	13	13		2	16	18
MP	2	4	6		2	4	6		4	8	12
OR	4	8	12		8	11	19		12	19	31
QM	2	6	8		6	11	17		8	17	25
SC	7	8	15		1	7	8		8	15	23
TC	2	8	10		4	9	13		6	17	23
TOTAL	109	116	225		122	192	314		231	308	539

(SAMPLE 2)

	1969				1970				Total		
	SSC	non SSC	Total		SSC	non SSC	Total		SSC	non SSC	Total
AD	4	30	34		6	32	38		10	62	72
AG	4	17	21		0	23	23		4	40	44
AR	20	37	57		14	35	59		34	72	116
CM	5	4	9		1	14	15		6	18	24
EN	23	39	62		18	42	60		41	81	122
FA	25	75	100		8	55	63		33	130	163
FI	3	14	17		3	2	5		6	16	22
IN	56	146	202		28	91	119		84	237	321
MI	5	34	39		2	17	19		7	51	58
MP	3	14	17		4	11	15		7	25	32
OR	8	28	36		4	20	24		12	48	60
QM	11	24	35		7	26	33		18	50	68
SC	13	35	48		7	23	30		20	58	78
TC	9	22	31		3	32	35		12	54	66
TOTAL	189	519	708		105	423	528		294	942	1236

3. Need exists for auditing control and for full information to the field that auditing control is built into the system to insure accuracy.

4. Some respondents, particularly in the small career fields, were concerned that they knew too few officers and thus questioned the fairness and reliability of results based on only a few responses, suggesting that the rater base be expanded to include the immediately senior year group.

5. For the senior-year groups, for whom decision on senior service college and promotion to general officer had already been made, the timeliness of administration was questioned.

ACCEPTABILITY OF THE PROGRAM

The second aspect of this analysis deals with the program's acceptability for operational use in specific personnel management functions.

On the basis of his reaction in the actual rating process, each respondent was asked: "If an index score (based on proportion of "high" nominations and "least" nominations for the given ratee) were computed for each officer in the group you have just considered, would you favor it being made available for use?" This instruction was followed by listing four specific personnel situations, with provision for choosing one of the alternatives--"Yes", "?", or "No"--for each situation. The four questions and the percentage responding to each alternative by year group are presented in Table 3.

The responses indicate approximately half the respondents find use of the technique by promotion boards or senior service school selection boards to be acceptable, while a substantial majority reject use by promotion approving authority only or use by personnel managers in making duty assignments. The tabulations in Table 3 are based on total responses, and include returns from respondents who expressed opinions on one or more but not all of the four potential uses. However, Table 3 does not reflect how many individuals accept combinations of uses, e.g., use for both promotion and school selection. A separate tabulation was therefore made for the respondents who had expressed an opinion on use in the three situations--promotion board considerations, senior service college selections, and duty assignments. (The alternative, "use by promotion approving authority only", was not included in this tabulation since its dependence on the response given to the "promotion board considerations" item led to ambiguity in interpretation and response by these officers). The results, showing the degree of acceptance for each potential use and each combination of uses, are given in Table 4. These results are shown for the total respondents in each year group, and separately for senior service college graduates and non-senior service college graduates.

Table 3

QUESTIONS AND RESPONSES ON ACCEPTABILITY OF PEER NOMINATION SYSTEM

"1. Would you favor the scores being made available for use:
a. In Promotion Board consideration?"

	<u>% Yes</u>	<u>% ?</u>	<u>% No</u>
1966 yr gp	54	5	41
1967 yr gp	47	7	46
1969 yr gp	43	5	52
1970 yr gp	<u>42</u>	<u>5</u>	<u>53</u>
TOTAL	45	5	50

b. By Promotion Approving Authority Only?

	<u>% Yes</u>	<u>% ?</u>	<u>% No</u>
1966 yr gp	12	16	72
1967 yr gp	18	14	68
1969 yr gp	17	13	70
1970 yr gp	<u>19</u>	<u>16</u>	<u>65</u>
TOTAL	17	14	69

c. In selection board consideration for senior service college?

	<u>% Yes</u>	<u>% ?</u>	<u>% No</u>
1966 yr gp	56	5	39
1967 yr gp	50	8	42
1969 yr gp	49	8	43
1970 yr gp	<u>42</u>	<u>7</u>	<u>51</u>
TOTAL	48	7	45

d. By personnel managers in making duty assignments?

	<u>% Yes</u>	<u>% ?</u>	<u>% No</u>
1966 yr gp	35	7	58
1967 yr gp	28	12	60
1969 yr gp	30	9	61
1970 yr gp	<u>26</u>	<u>9</u>	<u>65</u>
TOTAL	29	9	62

Table 4

OFFICERS RESPONDING TO ACCEPTABILITY QUESTIONS, BY YEAR GROUP

Responses	Senior Service College Officers (N=507)										Non-Senior Service College Officers (N=1200)									
	1966		1967		1969		1970		Total		1966		1967		1969		1970		Total	
	yr	%	yr	%	yr	%	yr	%	N	%	yr	%	yr	%	yr	%	yr	%	N	%
Favor use for all three purposes.	24	22	20	16	35	19	14	15	93	18	35	30	41	22	98	20	78	20	252	21
Favor use for Promotion and Selection for SSC.	22	20	22	18	25	14	12	13	81	17	23	20	45	23	98	20	64	16	230	19
Favor use for Promotion and Assignment.	-	-	-	-	1	01	-	-	1	00	3	03	2	01	6	01	1	00	12	01
Favor use for Selection for SSC and Assignment.	3	03	7	06	10	05	-	-	20	04	5	04	6	03	26	05	13	03	50	04
Favor use for Promotion only.	10	09	7	06	10	05	9	10	36	07	4	04	10	05	19	04	20	05	53	04
Favor use for Selection for SSC only.	4	04	8	06	9	05	6	06	27	05	8	07	10	05	29	06	19	05	66	06
Favor use for Assignment only.	2	02	7	06	9	05	3	03	21	04	5	04	6	03	16	03	19	05	46	04
Oppose or question use for all three purposes	44	40	51	42	83	46	50	53	228	45	33	28	72	38	203	41	183	46	491	41
TOTAL	109	100	122	100	182	100	94	100	507	100	116	100	192	100	495	100	397	100	1200	100

OFFICERS RESPONDING TO ACCEPTABILITY QUESTIONS, BY YEAR GROUP

Total Officers (N=1707)										
	1966 yr gp		1967 yr gp		1969 yr gp		1970 yr gp		Total	
	N	%	N	%	N	%	N	%	N	%
Favor use for all three purposes.	59	26	61	19	133	20	92	19	345	20
Favor use for Promotion and Selection for SSC.	45	20	67	21	123	18	76	16	311	18
Favor use for Promotion and Assignment.	3	01	2	01	7	01	1	00	13	01
Favor use for Selection for SSC and Assignment.	8	04	13	04	36	05	13	03	70	04
Favor use for Promotion only.	14	06	17	06	29	04	29	06	89	05
Favor use for Selection for SSC only.	12	06	18	06	38	06	25	05	93	06
Favor use for Assignment only.	7	03	13	04	25	04	22	04	67	04
Oppose or question use for all three purposes.	77	34	123	39	286	42	233	47	719	42
TOTAL	225	100	314	100	677	100	491	100	1707	100

Results in Table 4 indicate that for the total group, a significant minority favor use for all three purposes, ranging from 26% in the most advanced group to 19% in the junior group. If use for assignment were eliminated, those favoring use for promotion and school selection would add up to 46% (1966), 40% (1967), 38% (1969), and 35% (1970). Finally, combining the results shown in Table 4, separately for senior service college and non-senior service college respondents, the degree of acceptance for each option alone is:

	1966		1967		1969		1970		TOTAL	
	yr gp		yr gp		yr gp		yr gp			
	non	SSC	non	SSC	non	SSC	non	SSC	non	SSC
Accept for:										
Promotion	51%	56%	40%	51%	39%	45%	38%	41%	42%	45%
Selection for SCC	49%	61%	46%	53%	43%	51%	34%	44%	44%	50%
Assignment	27%	41%	28%	29%	30%	29%	18%	28%	26%	30%

These results show a downward trend in the acceptability rates across the year groups from senior to junior, and a significant difference between senior service and non-senior service college respondents in willingness to accept the program for one or more of its potential uses. The calendar trend may relate to a fear of unknown consequences. In the senior group, with a clear understanding that the program will probably never involve them operationally, the choice can be impersonal; in the junior group, in the absence of full information on operational use, respondents may hesitate because of the unknown impact on them personally. Likewise, senior service college graduates may be less accepting because of potential negative consequence on their present status.

Finally, the respondents were combined by career branch into the groupings proposed by the Officer Personnel Management System study. (Because of the small number of respondents, present AG and Finance officers have been included in the Material and Movement groups). The results for all year groups combined, and separately for senior service college and non-senior service college respondents, are shown in Table 5. These show two striking deviations from the overall results, a markedly higher rate of rejection for all purposes 1) by senior service college respondents in the Combat Support Arms, and 2) by the non-senior service college graduates in the Material and Movement grouping. Except as these differences may reflect concerns about personal career opportunity between the present and proposed system for those two groups of respondents, there is no evident explanation for the deviations.

OFFICERS RESPONDING TO ACCEPTABILITY QUESTIONS, BY CAREER BRANCH GROUP
(Career branches grouped as proposed in Officer Personnel Management System)

	Senior Service College Graduates (N=507)						Non-Senior Service College Graduates (N=1200)									
	Combat Arms		Support Arms		Material & Movement, Other		Total		Combat Arms		Support Arms		Material & Movement, Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Favor use for all three purposes.	58	18	16	14	19	24	93	19	134	21	63	23	55	20	252	21
Favor use for Promotion and Selection for SSC.	55	18	18	15	8	10	81	16	131	20	52	19	47	17	230	19
Favor use for Promotion and Assignment.	1	--	--	--	--	--	1	--	4	--	6	2	2	1	12	1
Favor use for Selection for SSC and Assignment.	10	3	4	3	6	8	20	4	25	4	12	4	13	5	50	4
Favor use for Promotion only.	22	7	10	8	4	5	36	7	32	5	9	3	12	4	53	4
Favor use for Selection for SSC only	21	7	3	3	3	4	27	5	33	5	20	7	13	5	66	6
Favor use for Assignment only.	11	4	3	3	7	9	21	4	31	5	8	3	7	3	46	4
Oppose or question use for all three purposes.	134	43	63	54	31	40	228	45	263	40	108	39	120	45	491	41
TOTAL	312	100	117	100	78	100	507	100	653	100	278	100	269	100	1200	100

Table 5 (cont)

OFFICERS RESPONDING TO ACCEPTABILITY QUESTIONS, BY CAREER BRANCH GROUP

(Career branches grouped as proposed in Officer Personnel Management System)

Total (N=1707)								
	Combat Arms		Combat Support Arms		Material & Movement, Other		Total	
	N	%	N	%	N	%	N	%
Favor use for all three purposes.	192	20	79	20	74	21	345	20
Favor use for Promotion and Selection for SSC.	186	19	70	18	55	16	311	18
Favor use for Promotion and Assignment.	5	--	6	1	2	1	13	1
Favor use for Selection for SSC and Assignment.	35	4	16	4	19	5	70	4
Favor use for Promotion only.	54	6	19	5	16	5	89	5
Favor use for Selection for SSC only.	54	6	23	6	16	5	93	6
Favor use for Assignment only.	42	4	11	3	14	4	67	4
Oppose or question use for all three purposes.	397	41	171	43	151	43	719	42
TOTAL	965	100	395	100	347	100	1707	100

Officer Personnel Management System Groupings:

Combat Arms: AD, AR, FA, IN

Combat Support Arms: EN, CM, MI, MP, SC

Material & Movement, Other: OR, QM, TC, AG, FI

The foregoing summary shows the results without regard to estimating the possible gains in acceptability which would accrue through correction of those objectionable features commented on which are amenable to change. Of those officers who rejected all options and who made comments, 18% voiced objections to features which could be changed. Some of these officers probably would come to a degree of acceptance if changes were made, but it is impossible to estimate their number.

Comments. Respondents were provided space and encouraged to comment as they wished on specific details, to elaborate their answers, and to indicate their attitudes--either favorable or unfavorable--to the general concept. In the total respondent group, 954 officers (54%) provided a total of 1250 separately identifiable comments.

These comments were analyzed and grouped into content categories. This analysis was done in order to identify the sources of the officers' concern about adoption of the program in terms of accuracy of the source data, apprehension about its operational application, or other problem areas, as well as to identify actions that can be taken to correct or diminish expressed negative reactions or to support positive suggestions. The subject matter and frequency of mention of these comments is presented in Table 6. In summary, the grouping and analysis of the comments shows:

1. Concern for Administrative Accuracy. (77 Mentions)¹ The basic identifying data on the ratees--name, career branch, and completion of senior service college--were obtained from the Officer Master Tape File. Six officers in the 1966 sample and 25 officers in the 1969 sample noted that they were in fact graduates of a senior service college but were not so identified, while three officers in the 1969 sample conversely noted that they were not graduates but were so identified. One officer in the 1969 sample noted that he was listed in the wrong career branch. (When checked, a significant proportion of these errors were also found duplicated in the Army Register, January 1971.) Two officers listed in the 1969 sample were already serving as general officers, while some twenty had died or retired in the period intervening between preparation and publication of the rosters.

In addition to noting this type of error, the officers expressed concern for its possible unfair impact in an operational situation. Nineteen officers suggested that the program should not be adopted unless a continuous monitoring system to insure complete accuracy were developed.

¹ Some officers mentioned more than one concern

Table 6

ACCEPTABILITY OF PEER RATING PROGRAM

Tabulation of Comments
(1250 comments by 954 Respondents)

<u>Administrative Accuracy</u>	<u>Number of Mentions</u>
Errors in identification of SSC subjects	30
Inclusion of retired or deceased	16
Some subjects already promoted to O-7	2
Instructions should be expanded	2
Lacks control-develop administrative monitoring	19
Administrative burden	8
	<u>77</u>
<u>Sample Too Limited</u>	
Don't limit cross-branch to senior service college graduates	85
Expand more than one fiscal year on subject roster	26
Should include seniors and contemporaries as subjects	8
Expand definition of contemporaries	6
	<u>125</u>
<u>Control of Results</u>	
For officers' TAG and career branch file only	5
Only for promotion board, SSC selection board, and approving authority	3
To the subject officer only	14
	<u>22</u>
<u>Limit Application</u>	
Use only with other selection procedures	53
Use for self-evaluation only	9
Use only as "tie-breaker" or other information not available	11
	<u>73</u>
<u>Change Rating Techniques</u>	
Use only "High" ratings	9
Use only ratings given with "Much" confidence	4
Restrict process to own career branch only	6
Restrict process to outside own career branch only	1
Low ratings should be justified by factual comment	12
Respondent should not be restricted to specific numbers to be rated	29
Need more complete identification of subjects	15
Expand to ratings of junior year group by seniors	16
Use only with officer serving (or have served) together	10
Expand to ratings on specific performance characteristics	13
Use a check on OER (OEI) and weight less than OER	8
Ratings on juniors OK, contemporaries No, seniors No.	13

Table 6 (cont)

Comments about an officer should be validated by several mentions before acceptance	2
Rating should not be used until accumulated over several cycles	3
"High" and "Low" only unfair, add "Medium"	8
Define 'promotion potential'	1
Use a rank order scheme	2
Compensate for "High" and "Low" rater bias	1
Use at graduation from SSC, or not before 15th year	5
	<u>158</u>

Positive Comments

Good addition for O-6 and O-7 level	7
Good in O-4 to O-6 level	6
Picks up officer qualities not observed by seniors	12
Useful in lower grades	2
Will accept if official system	9
"Great technique"	11
General favorable endorsement	<u>71</u>
	118

Negative Comments

Favors better known officers	33
Lead to popularity contest	73
Too subjective	50
Ratings based on friendship, compatability, rivalry factors	70
Will add to present system of "Cliques"	12
Competition and jealousy will ruin it	11
Officers won't have equal opportunity for exposure	12
Weakens chain of command-must supervise officer to rate him	10
"Worthless-completely disagree."	24
Destroy trust among officers	8
Create conformity-destroy creativity	4
Not valid -	22
Danger of collusion	4
Dangerous-if subject learns his score	5
Army too large for this system	11
Peers lack impartiality	4
Too impersonal	4
Won't compare favorably with promotion board system	4
Can't be uniformly applied to all officers	4
Reduce officers to publicity seekers	3
Great pressure on rater by other officers	2
"Hearsay" and lack of control	9
General negative comment	<u>37</u>
	416

Miscellaneous

Don't know enough officers to rate	196
Not needed-present system adequate	32
Forced to put good officers in "Low" category	5
Work on improving OER instead	4
Withhold decision until results are evaluated	10
Beware "Unknown" officer not penalized	10
Good if handled carefully and objectively	<u>4</u>
	261

2. Sample too limited (125 Mentions). The predominance of comments here (85) indicated objection, and some resentment, to restriction of choice to senior service college graduates outside one's own career branch. Other comments questioned the definition of associate (year of promotion to colonel should not decide). Finally, suggestions were offered to expand the rater group--include more than one year group, include both seniors and contemporaries.

3. Control of results (22 Mentions). These comments concern access to the rating information. One group of respondents proposed restriction to use for senior service college selection and promotion purposes only, other respondents favored release to the officer himself for his guidance, and others suggested inclusion in the personnel file.

4. Limit Application (73 Mentions). The comments in this area generally indicate a misapprehension of the possible application of the program, viz., 53 commented that it should be used only in connection with other selection procedures, 11 said only if other materials were not available, and 9 suggested use for self-evaluation only.

5. Suggestions for Changes in the Technique (158 Mentions). These comments refer to specific aspects of the present field administration and proposed modifications in various details of the rating procedure. The comments are grouped into 19 topics of suggested change or modification which will be evaluated and incorporated where appropriate in subsequent revisions of the procedures.

6. Positive comments, non-specific (118 Mentions). The comments grouped here are those in which the respondent provided verbal reinforcement to the decisions he recorded on the acceptability items, but which do not relate to specific aspects of the procedures.

7. Negative Comments, non-specific (416 Mentions). In these comments the respondent expressed real or imagined concerns as his reasons for opposition to adoption of the program without regard to specific aspects.

8. Miscellaneous (261 Mentions). These comments reflect the caution and concern of the respondent in qualifying his decisions on acceptability of the procedures. The major concern in this area (196 Mentions) is that the respondent did not know enough officers well enough to rate them and thus was dubious of the validity of the procedure.

No specific action in response to the negative and miscellaneous comments can be proposed, except that fuller information and explicit explanation responsive to the areas of concern may alter the attitudes of some of these officers.

Many of the concerns expressed, as tabulated above, basically reflect a lack of information on the utilization of results and an unwillingness to fully accept the procedure until they understand its utility and the limits placed on the availability of the results. These concerns dictate a need for expanded information/explanatory content in the instructional materials provided for field completion.

Use of the Program in the Lower Officer Grades. In addition to considering use of this rating system in the grade of colonel, as discussed above, the officers were asked to consider desirability of its use in the lower grades. (The responses reported here are combined for the four separate year groups, since there are no real differences between the groups in the opinions expressed.) The results for the particular questions are:

"2. Would you favor operational use of such a program in the lower officer grades?"

<u>(1716 responses)</u>	40%	yes
	4%	?
	56%	no

"2.a If so, at what grades? (More than one may be marked.)"

(1240 responses from 687 officers)

4%	1LT
9%	CPT
37%	MAJ
50%	LTC

"3. Would you favor such a program at regular intervals in each officer's career?"

<u>(1671 responses)</u>	44%	yes
	4%	?
	52%	no

"3.a If so, at what intervals ... beginning at which year of commissioned service?" (695 responses)

		<u>Interval</u>			
		2 yrs	3 yrs	4 yrs	Cumulative ^a
Beginning at	2d yr	5%	7%	11%	23%
	6th yr	3%	17%	21%	64%
	10th yr	2%	15%	19%	100%
	Cumulative ^a	10%	49%	100%	

^a In the interpretation of this table, a logical progression of acceptance is assumed, i.e., those accepting a two-year interval would also accept the three or four year interval, those accepting "begin at 2d year" would also accept at 6th and 10th year.

Results on usage in the lower grades were not a focal point of concern to the responding officers and thus drew very limited comment. The few comments suggested that a rating program would be useful in the career course or Command and General Staff College, but unmanageable in other situations. No suggestions were made concerning applicability of results of such a program.

APPLICATION

Results presented in Tables 3, 4, and 5, and the analysis of comments reported above, indicate clearly that the most acceptable applications of the technique are for senior service college selection or promotion board action and next most acceptable for the combination of the two. If the technique were instituted for senior service college selection, it would have to be applied to a group newly or recently designated for promotion to colonel. Application at this point would eliminate the designation of senior service college graduate, placing all subjects in the same competitive situation, and so eliminate a source of the most serious "bug" in the experimental tryout and of many negative comments on the system. Insofar as completion of senior service college is a favorable consideration by boards for promotion to general, the technique would influence the promotion process without being a direct determinant of that process. Initial use for senior service college selection might also lead to greater acceptability of use for promotion board action.

There appears to be little question that use for duty assignment is not acceptable. Likewise, use at times and grades below lieutenant colonel is favored by only a minority of the respondent colonels.

ADEQUACY OF DIFFERENTIATION

The results reported here are compiled separately on the 1966 colonel year group, which includes nominations made by their own group and nominations of their members made by the 1967 colonel year group (Sample 1); and for the 1969 colonel year group, which includes nominations made by their own group and nominations of their members made by the 1970 colonel year group (Sample 2).

First tabulations were made of the number of times each subject officer was "known well enough to rate" by respondents in his own career branch. Table 7 summarized results of these tabulations, showing the number of subject officers identified a given interval of times by the peer respondent group and the junior respondent group. Table 8, from the same tabulations, shows the number of subject officers identified by a given percentage of the respondents.

Tabulations similarly were made for the number of times each senior service college subject was "known well enough to rate" by respondents outside of his career branch. Table 9 summarizes the results of these tabulations for the subjects in each career branch, showing the number of officers identified a given interval of times by the peer respondent group and the junior respondent group. Table 10, from the same tabulations, shows the number of subject officers identified by given percentages of respondents.

Results shown in Tables 7 through 10 are underestimated, in that a sizable proportion of respondents did not identify the officers that they considered. However, the results show that when peers and juniors are considered together as the rating group, the composite of raters probably identify an adequate base of known officers for reliable judgment, except possibly in the small branches. To increase the stability and reliability of the composite ratings (and to allay significant concern on the part of the participants as noted in their comments), consideration should be given to expanding the rater base through inclusion of the year group immediately senior to the rated group and/or expanded use of cross-career branch ratings.

Tabulations were also made of the number of subject officers each respondent considered that he "knew well enough" to rate in his own career branch. Table 11 summarizes the results from these tabulations, showing the number of subject officers considered by peer and junior respondents. Table 12 from the same tabulations shows the number of respondents who identified a given percentage of the subject officers.

Tabulations were made similarly for the number of senior service college subject officers that each respondent considered that he "knew well enough to rate" outside of his own career branch. Table 13 shows these results for the peer and junior respondents in each career branch, and Table 14 shows the percentages of subjects identified by the shown number of respondents.

Table 7
DISTRIBUTION OF NUMBER OF TIMES INDIVIDUAL SUBJECTS RECOGNIZED BY RESPONDENTS

No. of subj recog.		Sample 1																												TC					
		AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC							
N=20 Peer		N=23 Jr		N=9 Peer		N=19 Peer		N=1 Peer		N=12 Peer		N=19 Peer		N=32 Peer		N=2 Peer		N=68 Peer		N=12 Peer		N=5 Peer		N=6 Peer		N=12 Peer		N=15 Peer		N=15 Peer		N=9 Peer		N=13 Peer	
N=20 Jr		N=23 Jr		N=9 Jr		N=19 Jr		N=1 Jr		N=12 Jr		N=19 Jr		N=32 Jr		N=2 Jr		N=68 Jr		N=12 Jr		N=5 Jr		N=6 Jr		N=12 Jr		N=15 Jr		N=15 Jr		N=9 Jr		N=13 Jr	
60-64																																			
55-59																																			
50-54																																			
45-49																																			
40-44																																			
35-39																																			
30-34																																			
25-29																																			
20-24																																			
15-19																																			
10-14	2	2																																	
5-9	12	12																																	
0-4	12	12																																	

Table 7 (cont)
DISTRIBUTION OF NUMBER OF TIMES INDIVIDUAL SUBJECTS RECOGNIZED BY RESPONDENTS

Sample 2

No of subj recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
60-64															1													
55-59															1													
50-54															2	3												
45-49									1						4	2												
40-44									2						1	3												
35-39									3						9	7												
30-34									3						19	11									1			
25-29									5						19	12									1			
20-24	1								9						24	18	1						1		13		2	2
15-19	2								12						42	26							5	6	13	3	6	
10-14	6								6						53	33	10	2	6	6	16		14	12	19	21	15	18
5-9	19	16	10	12	19	22	7	5	18	19	41	44	10	1	55	72	24	21	12	9	21	29	20	18	15	25	23	17
0-4	12	8	12	7	6	19	5	1	6	11	12	36	2	18	20	63	12	24	2	5	14	18	2	5	3	16	2	2

Table 8

DISTRIBUTION OF PERCENTAGE OF TIMES SUBJECT RECOGNIZED BY RESPONDENT WITHIN CAREER BRANCH

Sample 1

% of subj recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	N=20 Peer	N=23 Jr	N=2 Peer	N=9 Jr	N=19 Peer	N=38 Jr	N=2 Peer	N=1 Jr	N=12 Peer	N=19 Jr	N=32 Peer	N=46 Jr	N=3 Peer	N=2 Jr	N=68 Peer	N=92 Jr	N=5 Peer	N=12 Jr	N=5 Peer	N=6 Jr	N=12 Peer	N=19 Jr	N=8 Peer	N=15 Jr	N=15 Peer	N=8 Jr	N=9 Peer	N=13 Jr
95-99													2	4					3									
90-94									2																			
85-89				4																								1
80-84																	1			4	6			1				
75-79									1												2							1
70-74	1					1				1													1					
65-69				1					2	3			2							2	1	2		1			2	4
60-64		1				1				1					1		2		1			3						1
55-59	1			1		1			4	1					1						1							5
50-54									2			1					3											1
45-49	1									3					2							1		2		2		1
40-44	1	1							5	3		3			3	2	1				4	1		1				1
35-39	2	6								3		4			5	2						3				2		
30-34	3	2	3						1	2		5			2	3		2			3	1		3	6		1	1
25-29	5	1							3	2		7			12	5					2		6		2			
20-24	5	3								2		6			17	12	3										1	2
15-19	4	4	3						3	1		9			24	20	1				3	2		2				1
10-14	2	4										7			19	28							1		1	2		
5-9	1	3							1	1		3			8	13					2				2			
0-4		1								1		4			4	10					1	1				1		1

DISTRIBUTION OF PERCENTAGE OF TIMES SUBJECT RECOGNIZED BY RESPONDENT WITHIN CAREER BRANCH

% of

[illegible]

Table 9
DISTRIBUTION OF NUMBER OF TIMES INDIVIDUAL SUBJECTS RECOGNIZED BY RESPONDENTS
OUTSIDE THEIR CAREER BRANCH
(Senior Service College Subjects Only--by Career Branch of Subjects)

Sample 1

No of subj recog	AD N=7		AG N=1		AR N=18		CM N=1		EN N=15		FA N=22		FI N=2		IN N=58		MI N=2		MP N=3		OR N=5		OM N=2		SC N=8		TC N=3	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
65-69											1																	
60-64																												
55-59									1		1																	
50-54											1																	
45-49						1																						
40-44	1		1		2	1		1	1		2							1										
35-39	1										1	2			2	1											1	
30-34		1		1							1	1			1	4												
25-29	1	1			1	4			2	4	2		1		3	4	2		2	1	1	1	1			1		
20-24	2				3	3			4	4	2	6	1		6	15										1	2	
15-19	1	3			7	3	1	1	3	3	3	4	1		9	11	1		1		2	1	1		1			
10-14	1	1			2	3			1	5	2	1			16	14		1		3	2			1	6			
5-9	1				1	3			2	3	2	3			17	6				1		1	1	6	2			
0-4					2			1			1				6	2												

Table 9 (cont.)

DISTRIBUTION OF NUMBER OF TIMES INDIVIDUAL SUBJECTS RECOGNIZED BY RESPONDENTS
OUTSIDE THEIR CAREER BRANCH
(Senior Service College Subjects Only--by Career Branch of Subjects)

Sample 2

No of Subj Recog	AD N=8		AC N=4		AR N=27		CM N=6		FN N=24		FA N=32		FI N=4		IN N=70		MI N=6		MP N=3		OR N=10		OM N=12		SC N=16		TC N=12		
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	
95-99					1							1																	
90-94																1													
85-89					2	1						1	2																
80-84	1																												
75-79		1			1	1																							
70-74		1			2							1	2			1	1												
65-69		2					1			1	1	2			3														
60-64	1	1			2		1			1	1	1			1	1													
55-59	2				1	2				3	2	2			2						1								
50-54			1		2	1			1	3	1	3			4	5						1							
45-49					3	6				4	1	1			2	2			1	1	1		1				4	1	
40-44	2			2	4	3	1		3		1	1	1		1	6	2		1	1						1			
35-39	1	1			4	4		1	3	1	4	3			8	3	1	1			3	1							
30-34		1	2		2	2					3				5	8	1					1			1	2			
25-29	1						1		2	1	6	7	1		8	8	1								3	1			
20-24		1		1	2	2	2	1	2	2	4	3	1	1	12	10	1	3	1			1	1	3	2	3	3		
15-19			1	1	1	1		1	2	3	2	2	2		7	9						3	2	1	3	1		1	
10-14									4	4	3	3		2	10	14	1	1		1		2	5		4	3	1	3	
5-9						1	1			2		1			3	4	1	1					3	2	3	2			
0-4								1	2	2													1	2		1			

Table 10

DISTRIBUTION OF PERCENTAGE OF TIMES SUBJECT RECOGNIZED BY RESPONDENT OUTSIDE HIS CAREER BRANCH
(Senior Service College Subjects only--by Career Branch of Subjects)

[illegible]

Table 10 (cont)
 DISTRIBUTION OF PERCENTAGE OF TIMES SUBJECT RECOGNIZED BY RESPONDENT OUTSIDE HIS CAREER BRANCH
 (Senior Service College Subjects only--by Career Branch of Subjects)

Sample 2

% of Subj Recog	AD N=8		AG N=4		AR N=27		CM N=6		EN N=24		FA N=32		FI N=4		IN N=70		MI N=6		MP N=3		OR N=10		QM N=12		SC N=16		TC N=12	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
30-31																												
28-29																												
26-27																												
24-25																												
22-23																1												
20-21												1																
18-19						1						3				2												
16-17		1					1																					
14-15		3								2	1																	
12-13	1	1					2				1											1						
10-11	1																											
08-09	2	1	1	2																			1					
06-07	3	1																										
04-05	1	1	2	1	2																							
02-03																												
00-01																												

Table 11

DISTRIBUTION OF NUMBER OF SUBJECTS RECOGNIZED BY RESPONDENTS WITHIN CAREER BRANCH

Sample 1

No of subj Recog	AD		AG		AR		CI		EN		FA		FI		IN		MI		MP		OR		OM		SC		TC	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
95-99																												
90-94																												
85-89																												
80-84																												
75-79																												
70-74																												
65-69																												
60-64																												
55-59																												
50-54																												
45-49																												
40-44																												
35-39																												
30-34																												
25-29																												
20-24																												
15-19																												
10-14	6	1																										
5-9	11	12	1	6	6	13																						
0-4	3	9	1	3	2	7																						

Table 11 (cont.)

DISTRIBUTION OF NUMBER OF SUBJECTS RECOGNIZED BY RESPONDENTS WITHIN CAREER BRANCH

Sample 2

No of sub j Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	N=33 Peer	N=38 Jr	N=19 Peer	N=20 Jr	N=53 Peer	N=48 Jr	N=9 Peer	N=15 Jr	N=58 Peer	N=58 Jr	N=96 Peer	N=63 Jr	N=18 Peer	N=5 Jr	N=199 Peer	N=11 Jr	N=37 Peer	N=19 Jr	N=17 Peer	N=14 Jr	N=34 Peer	N=25 Jr	N=34 Peer	N=32 Jr	N=49 Peer	N=28 Jr	N=30 Peer	N=33 Jr
95-99															1													
90-94																												
85-89																												
80-84																												
75-79																												
70-74																												
65-69																												
60-64																												
55-59																												
50-54																												
45-49																												
40-44																												
35-39																												
30-34																												
25-29																												
20-24																												
15-19																												
10-14																												
5-9																												
0-4																												

PERCENTAGE OF SUBJECTS RECOGNIZED BY INDIVIDUAL WITHIN CAREER BRANCH

[illegible]

Table 12 (cont)

PERCENTAGE OF SUBJECTS RECOGNIZED BY INDIVIDUAL WITHIN CAREER BRANCH

Sample 2

% of Subj Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	N=33 Peer	N=38 Jr	N=19 Peer	N=20 Jr	N=53 Peer	N=48 Jr	N=9 Peer	N=15 Jr	N=58 Peer	N=59 Jr	N=96 Peer	N=63 Jr	N=18 Peer	N=5 Jr	N=198 Peer	N=118 Jr	N=37 Peer	N=19 Jr	N=17 Peer	N=14 Jr	N=34 Peer	N=25 Jr	N=34 Peer	N=32 Jr	N=49 Peer	N=30 Jr	N=33 Peer	N=30 Jr
95-99							1						1					1										
90-94							1																					
85-89													1													1		
80-84		1						3					2	1					1									
75-79																												
70-74																												
65-69													1															
60-64		1		2									1	1					2								1	1
55-59		1	1										3						3	4								
50-54		1		2	2		1	6		2							1	1	1	1							2	2
45-49	2		2	2	1								1	1					1	2				3	4	2	1	1
40-44	1	1	1	1	1	1	1		3	2			1		1		1		2	4			1	2	3	4	4	3
35-39		2	5	7	1				2	10			2	1			2	1	3		1			7	4	1	1	2
30-34	3	3	2	2	6	5	1		8	8	2	2	4	1			2	2	4	2	3	4	7	2	5	3	7	3
25-29	12	8	1	1	9	12	1		11	9		3	1		5	3	4	5		2	5	4	4	11	4	1	7	
20-24	6	3	1		8	10			6	10	7	6			7	7	14	3		11	9	6	8	6	3	7	8	
15-19	3	7	3		12	14			12	8	19	12			24	10	5	2		2	3	4	2	5	6	3	2	
10-14	3	2	2		9	5			9	4	29	16			27	44	6	4		5	3	4	4	5	1	3	2	
5-9	3	6	1	2	2				4	4	32	14			86	39	2			3	1				1	1	1	
0-4		2		1	2	1			1	2	6	9			49	14	2			2					1	1		

Table 13

DISTRIBUTION OF NUMBER OF SENIOR SERVICE COLLEGE SUBJECTS RECOGNIZED BY THE RESPONDENT
(by Career Branch of Respondent)

Sample 1

No of Subj Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
65-69																												
60-64																												
55-59																												
50-54																												
45-49																												
40-44																												
35-39																												
30-34																												
25-29																												
20-24																												
15-19																												
10-14																												
5-9																												
0-4																												

Table 13 (cont)

DISTRIBUTION OF NUMBER OF SENIOR SERVICE COLLEGE SUBJECTS RECOGNIZED BY THE RESPONDENT
(by Career Branch of Respondent)

Sample 2

No of Subj Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC	
	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr	Peer	Jr
90-94																											1	
85-89																												
80-84	1																											
75-79					1																							
70-74																												
65-69	1						1																					
60-64																												1
55-59	1																											
50-54	1			1							2								1									
45-49					1					1	5	4																
40-44	1					2				2	4	2							1						1			
35-39						2	1			3	2	1		1														2
30-34	3	2				3	4			2	2	3													2			
25-29		1		1		4	2			1	1	3	1												2			
20-24	1	2			1	5	5			2	3	3	5												2			
15-19	2	4		1	1	4	8			1	4	7	16	9											2			4
10-14	9	7	3	6	12	11	1	3	6	9	19	17	3	1	42	25	2		4	1	8	7	8	7	8	5	8	
5-9	10	11	8	5	7	7	2	3	12	8	22	16	4	3	36	23	8	6	3	5	9	5	4	8	13	4	9	10
0-4	5	8	6	6	13	5	3	5	23	15	24	12	9		66	19	18	10	7	4	13	7	16	10	9	10	13	

Table 14
PERCENTAGE OF SENIOR SERVICE COLLEGE SUBJECTS RECOGNIZED BY INDIVIDUAL RESPONDENTS
(by Career Branch of Respondent)

Sample 1																													
% of Subj Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		QM		SC		TC		
	N=20 Peer	N=23 Jr	N=2 Peer	N=8 Jr	N=19 Peer	N=38 Jr	N=2 Peer	N=1 Jr	N=12 Peer	N=19 Jr	N=32 Peer	N=46 Jr	N=3 Peer	N=2 Jr	N=68 Peer	N=92 Jr	N=5 Peer	N=5 Jr	N=12 Peer	N=5 Jr	N=6 Peer	N=12 Jr	N=8 Peer	N=15 Jr	N=15 Peer	N=8 Jr	N=9 Peer	N=12 Jr	
25-26											1																		
23-24																													
21-22									1		2				1										1				
19-20															1														
17-18											1																		
15-16											3				5	2													
13-14		2								2		2			1	1		1											
11-12	2									1		3	6		9							2			1				
09-10	4										4	3			3			2											1
07-08		2	1	1							6	6			22	3				1				1			1		
05-06	6	6		1	4	17				3	3	13	2		17	21	2		1			1	2	2	2	2	3		
03-04	4	5	1	1	3	8		1		2	6	5		1		30	1	3	1	1		2	2	2	4	2	2	1	
01-02	4	8		5	2	6				3	8	7	7	1	13	32	1	7	2	4		7	3	11	7	5	3	3	10

Table 14 (cont)

PERCENTAGE OF SENIOR SERVICE COLLEGE SUBJECTS RECOGNIZED BY
INDIVIDUAL RESPONDENTS

(by Career Branch of Respondent)

Sample 2

% of Subj Recog	AD		AG		AR		CM		EN		FA		FI		IN		MI		MP		OR		OM		SC		TC		
	N=33 Peer	N=38 Jr	N=19 Peer	N=20 Jr	N=53 Peer	N=48 Jr	N=9 Peer	N=15 Jr	N=58 Peer	N=58 Jr	N=96 Peer	N=63 Jr	N=18 Peer	N=5 Jr	N=199 Peer	N=118 Jr	N=37 Peer	N=19 Jr	N=17 Peer	N=14 Jr	N=34 Peer	N=25 Jr	N=34 Peer	N=32 Jr	N=49 Peer	N=28 Jr	N=30 Peer	N=33 Jr	
24-25																													
22-23																													
20-21																													
18-19																													
16-17	1															1													
14-15	1																												1
12-13	1															3													
10-11			1							1	5																		
08-09	2									1	6	3			4	4				1		1	2		1	1			2
06-07	1	3								5	3	1	1	1	16	17			1	3	1				2				
04-05	3	6	1	1	7	13	1	3	6	12	9	14			35	26	2	1			1	1	3	2	2				
02-03	12	7	4	7	21	11	2	4	10	17	35	33	4	1	42	48	9	2	5	2	11	11	8	13	10	9	8		
00-01	15	19	14	11	20	12	5	8	35	15	46	12	13	3	102	19	26	16	10	9	22	12	20	18	34	13	19	23	

The results given in Tables 11 through 14 show that generally respondents individually identify an adequate number of subject officers to form a sound basis for nomination. From Table 12 it can be noted that in the smaller career branches with few subject officers, the individual respondents generally recognize a quite high percentage of the subjects.

Similarly the results in Table 13 and 14 show that the respondents identify an adequate number of subject officers to form a sound basis for nomination. The lower percentages of recognitions in Table 14 as compared with Table 12 reflect the large number of subject officers outside the respondents' career branch rather than a lack of adequate numbers identified by the respondents.

For the ratings completed on subject officers by respondents within their own career branch, the results were compiled into two separate scores for each rated officer. The first considered nominations only without regard to the degree of confidence indicated by the respondent in making the nomination, and the second weighted each nomination by its confidence level \underline{C} (much = 3, some = 2, or little = 1).

Further, since many respondents did not nominate equal numbers of subjects in the "High" and "Low" categories, or in the extreme case nominated "High" subjects only, a factor was included in the scoring equation to correct for the difference between total number of "High" and total number of "Low" nominations. Finally, a correction was included for the different number of subjects and respondents between the separate career branches, to equate the score ranges across the various career branches. The scoring equations are:

$$\text{Unweighted Score \#1} = \left[\frac{N_H - N_L}{R} + \left(\frac{R - (N_H + N_L)}{R} \right) \left(\frac{\Sigma L - \Sigma H}{nR - (\Sigma L + \Sigma H)} \right) \right] \times 50$$

$$\text{Weighted Score \#2} = \left[\frac{\Sigma C_H - \Sigma C_L}{R} + \left(\frac{R - (N_H + N_L)}{R} \right) \left(\frac{\Sigma L - \Sigma H}{nR - (\Sigma L + \Sigma H)} \right) \right] \times 50$$

where:

N_H and N_L are the number of high and low nominations for the individual subject;

R is the number of respondents;

ΣH and ΣL are the total number of high and low nominations for the subject group;

ΣC_H and ΣC_L are the sums of the weighted high and low nominations for the individual subject;

n is the number of subject officers in the group.

Table 15 shows the mean scores and the standard deviation of these scores for the subjects in each career branch separately for the two samples. It also shows the reliability estimates of the scores for each career branch--the degree of agreement (or stability) of scores from nominations made by the odd-numbered respondents and the nominations made by the even-numbered respondents, and the estimated (corrected) reliability for the total respondent group. Finally, it shows the correlation--the relative agreement--between score #1 and score #2 for the subjects in the total rated group.

In this table it will be noted that the mean scores for score #1 approximate zero, as defined by the scoring equation, and the correlations between score #1 and score #2 are extremely high (.97 or above), which show that there is no added information, and therefore no advantage to the inclusion of the level of confidence in the scoring process.

The standard deviations which indicate the score dispersions of the individual subjects and the degree to which these individuals can be confidently rank-ordered are sufficiently large to provide adequate differentiation among the subjects. The reliabilities are sufficiently high to indicate acceptable stability of the rating scores.

In the cases of the numerically small career branches, with few subjects and respondents (as shown in Tables 1 and 2) these results should be interpreted with caution. For sample 1, these career branches are AG, CM, FI, and MP; for sample 2, CM and FI.

For the ratings completed on senior service college subjects, the two scores as defined above were also computed from the nominations made by respondents from all career branches except their own. Table 16 shows these results in the same manner as provided in Table 15 for within-career branch results.

For the results shown in this table, it should be noted that the mean for score #1 is constrained by the scoring equation to approximate zero only for the total of all career branches, since the subjects were considered as a single group without regard to career branch. Thus, differences in career branch mean scores reflect quality differences as viewed by the respondents. In the results shown in Table 16, there is no evidence of significant variation between the branches, or branch bias on the part of the respondents.

As with the results for the within-career branch ratings, the mean, standard deviation, and reliability for the total group provide a sound basis for rank-ordering the subjects with adequate differentiation.

Table 15

MEANS, STANDARD DEVIATIONS, RELIABILITIES AND
CORRELATIONS BETWEEN RATING SCORES BY CAREER FIELD

Sample 1										Sample 2										
Career Field	Unweighted Score #1			Weighted Score #2			Career Field	Unweighted Score #1			Weighted Score #2									
	Mean	SD	r_u	Mean	SD	r_u		Mean	SD	r_u	Mean	SD	r_u							
			r_c			r_c														
AD	0.00	5.41	.41	0.88	12.47	.51	.68	.97	0.00	6.02	.79	.88	1.00	13.91	.73	.84	.99			
AG	0.17	18.69	.47	0.33	47.47	.46	.63	.99	0.11	9.74	.83	.91	2.61	22.07	.77	.87	.99			
AR	0.03	6.54	.49	1.55	16.42	.52	.68	.99	0.00	4.83	.75	.86	0.88	11.54	.73	.84	.99			
CM	0.33	40.82	-.50	0.33	62.36	-.50	-.67	.99	0.00	18.64	.81	.90	5.50	45.13	.91	.95	.99			
EN	0.13	7.98	.58	2.04	19.83	.57	.73	.98	0.01	6.57	.88	.94	1.01	14.52	.87	.93	.99			
FA	-0.02	3.84	.55	2.00	9.53	.59	.74	.97	0.01	2.91	.77	.87	0.64	6.59	.75	.86	.98			
FI	0.00	22.36	.49	-2.75	64.52	.49	.66	.99	-0.05	14.69	.83	.91	1.37	35.27	.84	.91	.99			
IN	0.03	3.39	.77	0.85	8.23	.77	.87	.99	0.00	1.81	.79	.88	0.26	4.54	.80	.89	.98			
MI	0.14	12.57	.76	4.86	24.71	.71	.83	.99	0.04	5.07	.46	.63	0.53	12.70	.51	.68	.99			
MP	0.00	27.24	.67	3.50	60.10	.58	.73	.99	0.00	12.12	.73	.84	2.95	29.99	.76	.86	.99			
OR	0.14	6.57	.32	3.71	16.82	.58	.73	.98	-0.04	5.86	.77	.87	0.94	13.14	.73	.84	.99			
QM	0.11	7.51	.76	4.11	18.18	.74	.85	.98	0.02	8.01	.88	.94	0.69	18.41	.89	.94	.99			
SC	0.00	9.34	.70	1.74	22.83	.58	.73	.99	-0.02	5.90	.77	.87	0.69	14.68	.81	.90	.99			
TC	0.08	12.07	.71	4.62	30.76	.69	.81	.99	-0.02	6.32	.79	.88	0.44	14.21	.78	.87	.99			

 r_u = Odd-even reliabilities r_c = Corrected reliabilities $r_{1.2}$ = Correlation between Score 1 and Score 2

Table 16

MEANS, STANDARD DEVIATIONS, RELIABILITIES AND CORRELATIONS
BETWEEN RATING SCORES. SENIOR SERVICE COLLEGE SUBJECTS

(By career branch of subject, respondents from all other branches)

Career Field	Sample 1				Sample 2								$r_{1.2}$
	Unweighted Mean	Unweighted SD	Unweighted Score #1 r_u	r_c	Mean	SD	Weighted Score #2 r_u	r_c	Mean	SD	Weighted Score #2 r_u	r_c	
AD	-0.14	0.99	-.24	-.38	1.00	2.39	.07	.13	.97	.97	.96	.98	.94
AG	4.00	*	*	*	9.00	*	*	*	*	*	.86	.92	.98
AR	-0.11	1.41	.59	.74	6.11	3.25	.61	.76	.87	0.83	.86	.93	.92
CM	*	*	*	*	*	*	*	*	.90	1.34	.87	.93	.98
EN	0.80	1.11	.54	.70	2.40	1.99	.69	.82	.88	1.25	.97	.98	.97
FA	-0.18	1.40	.76	.86	0.77	3.57	.77	.87	.81	1.09	.83	.91	.95
FI	1.00	*	*	*	3.00	*	*	*	.94	1.10	.89	.94	.95
IN	-0.02	1.28	.72	.84	0.69	3.08	.71	.83	.50	0.43	.56	.72	.94
MI	-0.50	*	*	*	0.50	*	*	*	.71	0.83	.68	.81	.92
MP	-0.67	1.25	*	*	0.00	2.45	*	*	.67	0.50	.40	.57	.89
OR	-0.20	0.75	.58	.73	0.00	2.10	.95	.97	*	1.25	*	*	.98
QM	-0.50	1.50	*	*	-1.00	2.00	*	*	.76	0.75	.83	.91	.90
SC	0.00	0.87	.60	.75	0.63	1.73	.60	.75	.93	0.41	.82	.90	.92
TC	-0.67	0.47	*	*	-0.67	0.94	*	*	.82	0.94	.87	.93	.94
Total	0.01	1.31	.66	.80	0.86	3.06	.69	.82	.85	1.00	.80	.89	.94

*Indeterminate

r_u = odd-even reliabilities

r_c = corrected reliabilities

$r_{1.2}$ = correlation between Score 1 and Score 2

Another question investigated concerned the military education level (SSC or non-SSC) and the seniority (peer or juniors) in relationship to the number of subject officers within their own career branch that they identified as knowing well enough to rate. For this analysis an "association score" was computed for each respondent, as follows:

$$\text{Association score} = \frac{\sum (H + L)}{S} \times 100$$

where H and L are the number of high and low nominations made by the respondent, and S is the number of subjects in the career branch.

Table 17 summarizes the means and F-values of this analysis by the education level of the respondents, while Table 19 shows the results by the peer-junior category of respondents for those career branches having an adequate number of respondents. In general, the results show SSC graduates to be better acquainted and able to nominate more subjects than non-graduates, but no significant differences were found between peer and junior respondent groups.

The cross-career branch relationships between respondents and subjects were also studied to determine acquaintanceship affinity between career branches as these are to be regrouped according to the concepts of the Officer Personnel Management System. For this purpose, senior service college graduate subjects were grouped into the Combat areas (AD, FA, AR, IN), Combat Support area, Material and Movements area, and "other" area, and the association scores computed as described above. (Because of its size, Infantry branch was divided into random halves, each treated as a separate career grouping. Branches with inadequate numbers of respondents were dropped from the analysis). Table 21 summarizes the means and F-values for these analyses of variance.

The results show generally significant relationships between OPMS-type groupings and the acquaintanceship span of the respondents, indicating that the rating methodology investigated in this study would appropriately apply to the new career groupings. Results for Quartermaster respondents show significant interactions with military education level while the results for Field Artillery respondents show significant interactions with peer-junior status. These results are presented in Tables 18 and 20.

Finally, the data were examined to determine if there were significant quality variations between branches of the subjects, as perceived by the respondents, i.e. were "High" nominations disproportionately distributed across the separate career branches? The findings indicated no tendency for respondents to favor one branch at the expense of another, even though they were influenced by acquaintanceship factors in determining the branches in which nominations (both "High" and "Low") were concentrated.

Table 17

**MEANS AND F-VALUES OF ASSOCIATION SCORES BY
MILITARY EDUCATION LEVEL OF RESPONDENTS**

Branch	Military Education Level		F-Value
	SSC	Non-SSC	
AD	9.83	6.00	6.773**
FA	8.79	5.75	15.149**
AR	9.86	6.03	12.026**
IN	10.15	7.41	9.018**
EN	6.33	4.82	1.962
OR	5.81	4.00	2.369
SC	6.94	3.42	6.042**
MP	6.58	3.79	less than 1
QM ^a	7.42	3.51	7.154**
TC	4.97	3.48	less than 1

** $p < .01$

^a Significant interaction with branch (see Table 18).

Table 18

**MEANS AND F-VALUES OF ASSOCIATION SCORES FOR QM BRANCH
(BROKEN DOWN BECAUSE OF INTERACTION)**

(Branches were grouped in conformity with the objectives of OPMS:
C₁=AD+FA, C₂=AR, C₃=IN/2, C₄=IN/2, C₅=Combat Support Arms, and
C₆=Materials and Movement, others)

Respondents (Military School)	Branch Group (Subjects)						F-Value
	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	
SSC	3.38	6.50	6.63	2.50	6.38	19.13	11.5089**
Non-SSC	2.88	2.71	2.65	2.47	2.94	7.41	1.1727
F-Value	.0195	1.1221	1.2519	.0001	.9244	10.7305**	

** $p < .01$

Table 19

MEANS AND F-VALUES OF ASSOCIATION SCORES BY
PEER-JUNIOR RELATIONSHIP OF RESPONDENTS

Branch	Year Group		F-Value
	1966	1967	
AD	7.17	7.28	less than 1
FA ^a	6.26	7.64	3.092
AR	8.77	7.72	less than 1
IN	9.69	8.19	1.118
EN	5.15	6.17	2.282
OR	4.63	4.75	less than 1

^a Significant interaction with branch (see Table 20).

Table 20

MEANS AND F-VALUES OF ASSOCIATION SCORES FOR FA BRANCH
(BROKEN DOWN BECAUSE OF INTERACTION)
(See Table 18 headnote)

Respondents	Branch Group (Subjects)					F-Value
	C ₂	C ₃	C ₄	C ₅	C ₆	
Peer	8.71	8.29	6.26	4.71	3.34	3.3873*
Junior	7.66	7.57	7.17	6.60	9.19	.6032
F-Value	.1634	.0743	.1225	.5199	5.9061**	

** p<.01

* p<.05

Table 21

**MEANS AND F-VALUES OF ASSOCIATION SCORES BY BRANCH GROUP
OF SUBJECTS FOR EACH BRANCH OF RESPONDENTS
(See Table 18 headnote)**

Branch (Respondents)	Branch (Subjects)						F-Value
	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	
AD	15.88 ^a	4.93	5.66	5.02	4.91 ^b	6.91	14.106**
FA ^c		8.11	7.88	6.78	5.79	6.70	3.198
AR	11.91 ^a		8.17	9.28	4.72 ^b	6.31	7.930**
IN	9.76	10.12 ^a			7.00 ^b	8.42	7.823**
EN	6.83	5.54	5.46	6.54	3.60	6.40	1.440
OR	3.39	2.81	5.00	2.13 ^b	4.61	10.26 ^a	5.130**
SC	4.04	2.78	4.43	3.57	4.65	8.39	2.932
MP	4.50	5.58	4.75	4.17	1.67 ^b	7.67 ^a	2.972*
QM ^d	3.04	3.92	3.92	2.48 ^b	4.04	11.16 ^a	9.858**
TC	2.13	3.96	3.96	2.91	4.17	6.09	1.294

^a Highest mean in row with significant F-values.

^b Lowest mean in row with significant F-values.

^c Significant interaction with year group (see tables 19 and 20).

^d Significant interaction with military education level (see tables 17 and 18).

** p<.01

* p<.05

SUMMARY AND CONCLUSIONS

In response to a DCSPER request, an experimental tryout of a peer nomination system among Army colonels for possible use in promotions, senior service college selection, and assignments was conducted by the Army Research Institute. Rosters of the group designated for promotion to colonel in 1966 were distributed to all colonels in that group and in the 1967 promotion group as well. Similarly, rosters of the group designated for promotion in 1969 were distributed to that group and to those designated for promotion in 1970. Each respondent was requested to nominate a given number of officers in his career branch as "high in general officer potential" and an equal number as "low." In addition, he was requested to repeat this nomination procedure for officers outside of his own career branch, who were also senior service college graduates. Finally, he was asked to consider the proposed system for operational use, and to indicate his attitude toward its use for each of the three purposes--promotion, school selection, and assignment.

Results from nominations on the 1966 and 1969 groups and attitude responses of the four respondent year groups were as follows:

FEASIBILITY

A number of administrative problems were identified, such as inaccuracies in the officer master tape output, currency of organizational address, and minor misunderstanding of questions. These appeared to be readily solvable. There was some evidence that an expanded respondent group might be needed for a given career roster, especially in the smaller career branches.

ACCEPTABILITY

Overall acceptability was greatest for the most senior group (1966) and least for the most junior (1970). Likewise, the overall acceptability was higher for non-senior service college respondents than for senior service college respondents. These findings may be interpreted as indicating greater concern for the effect of such a system on their own careers by the more junior respondents and by senior service college graduates, since many of the more senior respondents are beyond the decision point of promotion to general or selection for senior service college. When respondents' career branches are grouped as proposed by the Officer Personnel Management System, no significant differences in acceptability are found among these branch groups. The overall percentage accepting the proposed technique was 20% for all three purposes, 44% for promotion alone or in combination, 48% for senior service college selection alone or in combination, and 29% for assignment alone or in combination.

More than half the respondents added free comment to their attitude responses, with concern for expanding the rater group, for accuracy of data on rosters (and on the officer master tape), and for assuring that the technique be used only in conjunction with other indicators among the comments to which the technique could be made responsive. Among the negative comments not resolvable the concern that the technique would be a popularity contest and encourage distrust among officers was frequently mentioned.

A majority (60%) of the respondents oppose or question use of the technique in the lower grades.

APPLICATION

The most acceptable point of application appeared to be among newly designated colonels to permit use for senior service college selection (thus avoiding the military-education-level dichotomy among the subject officers) and possibly promotion later. Expansion of the respondent group, to include combined career branches and/or a group one year senior to the ratee group, also was indicated.

ADEQUACY OF DIFFERENTIATION

The distribution of subject nomination scores demonstrated that the technique yields adequate differentiation and reliability for operational use, if the question of acceptability is resolved. The results showed that nominations weighted by the expressed confidence of the respondent do not improve differentiation beyond that obtained from the unweighted nominations. Validity of the technique will be studied at a later period when an appropriate criterion of promotion or selection for senior service college can be established for the subject officers.

In conclusion, it should be noted that the encouraging results of this study were obtained under experimental conditions in which all participants were aware of its confidential research nature and protection from administrative review; thus, the quality of the results obtained may not necessarily generalize to an operational situation. Also, some of the reliability and acceptability obtained in this study is substantiated by very frank statements about specific subject officers. Thus, it should be recognized that if such comments are solicited for operational purposes, the specific individuals having access to the comments must be limited and identified.

APPENDIXES

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OFFICE OF THE ADJUTANT GENERAL
WASHINGTON, D.C. 20310

AGAO-KC (1 Mar 71) DCSPER-CSD

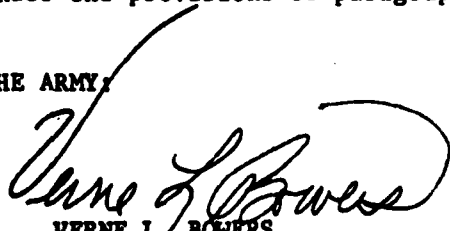
SUBJECT: Associate Ratings of Senior Officer Potential

TO:

1. Department of the Army is conducting a continuing research program to improve methods for evaluation of officer potential. Currently, a portion of this research concerns investigation of the acceptability and validity of evaluations made by colonels of their contemporaries. As a phase of this research, field evaluations are being requested at this time from those officers selected for promotion to the grade of colonel in years FY-66, 67, 69 and 70.
2. Inclosed are the instructions, rating forms and opinion questionnaire for your completion in this field evaluation. Results from the field are for research purposes only and will be held in complete confidence. No data identifying individual raters or ratees will be made available for operational review. It is stressed, however, that results obtained in this research will be instrumental in deciding possible use of such a rating program operationally in subsequent years. Therefore, it is requested that you complete all evaluations as you would if the results were to be used as a basis for operational decisions, and that you respond to the opinion questionnaire fully and candidly.
3. This is an exempt report under the provisions of paragraph 7-21, AR 335-15.

BY ORDER OF THE SECRETARY OF THE ARMY:

Incl
as


VERNE L. BOWERS
Major General, USA
Acting The Adjutant General

**MANUAL FOR ACCOMPLISHING THE
ASSOCIATE RATING OF SENIOR OFFICER POTENTIAL
FORM 1**

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**DIRECTOR, BEHAVIOR AND SYSTEMS RESEARCH LABORATORY
OFFICE OF THE CHIEF OF RESEARCH AND DEVELOPMENT
DEPARTMENT OF THE ARMY**

PT 4789

**ACCOMPLISHING THE ASSOCIATE RATING OF
SENIOR OFFICER POTENTIAL, FORM 1**

1. General Instructions

a. The procedures outlined here for the collection of field data are part of an Army research program to develop new techniques and sources of information on the performance and potential of the individual Army officer. Immediate objectives of the research are to determine acceptability and effectiveness of peer ratings in the colonel grade as a source of unique information in identifying those individuals with the highest potential for performance as general officers.

b. The procedures to be followed are designed to maintain full confidentiality of the rating process. The mark-sense rating forms which are to be completed are prepared for machine processing and upon return will be converted to punch-card form. (These rating forms are serially pre-coded for administrative control of returns, and for MOS-career field and other categorization in the data analysis. No other uses will be made of this pre-code, and it will not be further identified with the individual rater.)

c. In the present research phase, no results will be made available for inclusion in the officer's official file or for personnel management decisions, and results will not be made known to the rated officers. However, to maximize the utility of this research and its value in decisions concerning subsequent implementation, each participant is urged to consider all of his responses as if intended for operational use.

d. Ratings are to be accomplished within five working days of receipt and completed rating forms mailed direct to the United States Army Behavior and Systems Research Laboratory in the inclosed return envelope for analysis and compilation of summary results.

2. Materials Required

a. This manual, PT 4789, including the rosters of officers to be considered in the ratings.

b. Rating-Response Forms Set comprised of:

- (1) Associate Rating of Senior Officer Potential, Part A--
Rating Form, PT 4790-1 thru 4790-3
- (2) Part B--Response Form, PT 4790a
- (3) Evaluation Form, Evaluation of Associate Rating Program,
PT 4790b

c. Franked, addressed return envelope

d. Number 2 lead pencils

3. Officers to Be Rated

Officers presently serving in the grade of colonel, who were selected for AUS-APL promotion to colonel in FY - 1966, as listed on the enclosed roster.

4. Officers to Accomplish the Ratings

The officers who are themselves to be rated, and those officers presently serving in the grade of colonel who were selected for AUS-APL promotion to colonel in FY 1967.

5. The Rating Process

a. Ratings Within the Rater's Own Career Branch

(1) Consider all of the officers within your own career branch as listed on the roster which follows, and underline the names of all the officers that you know well enough to form a judgment about the quality of their past performance and potential for future assignments-- officers that you have recently served with or otherwise have evidence of their performance in the past.

(2) Then, considering the relative potential of each of the officers whose names you have underlined, select those that you consider to have the highest potential to perform as general officers and those that you consider to have the least potential to perform as general officers. The number of officers you are to select for each category is determined by the number of officers in the career branch as listed on the roster. Use the following guide to determine the number to include in each category:

- (a) Career branch roster of fifty or more officers. Choose at least five and not more than ten officers for each category - the highest and the least.
- (b) Career branch rosters of at least twenty five but less than fifty officers. Choose five officers for each category - the highest and the least.
- (c) Career branch roster of at least ten but less than twenty five officers. Choose three officers for each category - the highest and the least.

- (d) Career branch roster of less than ten officers. Choose about one half of the officers for each category - the highest and the least.

(NOTE: If the number of names underlined is less than the number determined in accordance with these guides, each of the underlined names is to be placed in a category - the highest or the least.)

(3) On the roster, circle the "man number" for each of the officers that you have selected in accordance with the procedures outlined in the preceding subparagraph, identifying your choices of highest and least potential.

(4) Carefully fold open the Rating-Response Forms Set at the tacked corner without separating. Place the appropriate sheet from Part A of the rating form, Associate Rating of Senior Officer Potential (PT 4790-1 thru -3) on the roster so that the appropriate career branch section of the form is in alignment with the same portion of the roster. Check that the man number identification on the roster and the space number on the rating form are in correspondence. Then, transfer your choices as made on the roster to the rating form by completely blackening the space within the box (using a number 2 pencil) in either the "H" (highest) or "L" (least) column corresponding to your choice. Check the accuracy of your transfer by comparing the "man number" identity on both the roster and the rating form. Avoid making any stray pencil marks on the form and be sure that all erasures are complete and clean.

(5) Then, for each officer that you have selected in accordance with these procedures, indicate the degree of confidence you have in your choice, by marking in the appropriate column ("M", "S", or "L") for each choice in accordance with the following:

- a. "M" - Much confidence, well acquainted with the officer, and have solid judgment of his potential.
- "S" - Some confidence, occasional contact with the officer, and have a general opinion of his potential.
- "L" - Limited confidence, little or no direct contact with the officer, primary reliance on his service reputation

b. Ratings, All Career Branches Combined, Except Career Branch of Rater

(1) Consider all officers listed on the roster, except those of your own career branch, who are graduates (or students) of one of the senior service colleges (identified by an asterisk with the name on the roster). Underline the names of those that you know well enough to form a judgment about the quality of their past performance and estimate of their potential for performance in the general officer grade.

(2) Then, from the underlined names, select at least five but not more than ten officers with the highest general officer potential, and at least five but not more than ten officers with the least general officer potential. Circle the man number on the roster for these individuals, and then transcribe these choices to the corresponding "man number" spaces on the rating form in the same manner as described above for the rating of officers within your own career branch, checking carefully on the accuracy of this transcription. Then, indicate the degree of confidence in these choices, following the same procedures as for the selections you made within your own career branch.

c. Justification of Rating Choices (Optional)

Part B of the "Associate Rating of Senior Officer Potential" form provides space for optional entry of any explanatory or clarifying remarks concerning performance, training or other noteworthy characteristics, which you may wish to include about any of the individual officers that you have nominated.

6. Evaluation

After you have completed the rating process, as defined above, you are requested to express your reaction to the program and its acceptability and potential utility for operational use by answering the questions on the Evaluation/Comment Form--Evaluation of Associate Rating Program, PT 4790b.

7. Disposition of Materials

This manual and the forms, "Associate Rating of Senior Officer Potential" and "Evaluation of Associate Rating Program", are to be mailed, unfolded, in the enclosed envelope as soon as completed.

UNITED STATES ARMY

(PART A)

ASSOCIATE RATING OF SENIOR OFFICER POTENTIAL, FORM 1

AD	H	L	M	S	L	AG	H	L	M	S	L	AR	H	L	M	S	L	EN	H	L	M	S	L
001						029						057						084					
002						030						058						085					
003						031						059						086					
004						032						060						087					
005						033						061						088					
006						034						062						089					
007						035						063						090					
008						036						064						091					
009						037						065						092					
010						038						066											
011						039						067											
012						040						068											
013						041						069											
014						042						070											
015						043						071											
016						044						072											
017						045						073											
018						046						074											
019						047						075											
020						048						076											
021						049						077											
022						050						078											
023						051						079											
024						052						080											
025						053						081											
026						054						082											
027						055						083											
028						056																	

PT 4790-1

FOR OFFICIAL USE ONLY (WHEN COMPLETED)

UNITED STATES ARMY

(PART A)

ASSOCIATE RATING OF SENIOR OFFICER POTENTIAL, FORM 1



PA 083	N	L	M	S	L	PA 122	N	L	M	S	L	IN 146	N	L	M	S	L	IN 175	N	L	M	S	L	IN 204	N	L	M	S	L
084						123						147						176						205					
085						124						148						177						206					
086						125						149						178						207					
087						126						150						179						208					
088						127						151						180						209					
089						128						152						181						210					
100						129						153						182						211					
101						130						154						183						212					
102						131						155						184						213					
103						132						156						185						214					
104						133						157						186						215					
105						134						158						187						216					
106						135						159						188						217					
107						136						160						189						218					
108						137						161						190						219					
109						138						162						191						220					
110						139						163						192						221					
111						140						164						193						222					
112						141						165						194						223					
113												166						195						224					
114						FI 142						167						196						225					
115						143						168						197						226					
116						144						169						198						227					
117						145						170						199						228					
118												171						200						229					
119												172						201						230					
120												173						202						231					
121												174						203											

PT 4798-2

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21.47-2

**UNITED STATES ARMY
ASSOCIATE RATING OF SENIOR OFFICER POTENTIAL, FORM 1**

(PART A)



ML	H	L	M	S	L	OM	H	L	M	S	L	TC	H	L	M	S	L
233						237						309					
234						238						310					
235						239						311					
236						240						312					
237						241						313					
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						283											
						284											

PT 4790-3

U.P. 4790-3

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71-4790-3

Associate Rating of Senior Officer Potential (Part B)

1. Enter here any comment you wish to make, including specific examples of duty performance, training achievement, or other noteworthy incident which has influenced your rating choices. Identify the officers described by "man number".

MAN #	COMMENT



PT 4780-a

71:4790a

Evaluation of Associate Rating Program

Evaluation/Comment Form

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Based on your reaction in completing the subject rating program, your opinions and attitudes concerning the utility in specific operational situations are requested. Answer each of the following questions fully and frankly. (Use a number two pencil to mark the appropriate space for those questions which require selection of an alternative.

1. If an index score (based on the proportion of "high" nominations and "least" nominations for the given ratee) were computed for each officer in the group you have just considered, would you favor it being made available for use:

- a. in Promotion Board considerations?
- b. by Promotion Approving Authorities only?
- c. in the selection board consideration for senior service college?
- d. by personnel managers in making duty assignments?

COMMENTS

2. Would you favor operational use of such a program in the lower officer grades?

If so, at what grades? (More than one may be marked.)

3. Would you favor such a rating program at regular intervals in each officer's career?

If so, at what intervals? Every () years.

beginning at which year of commissioned service?

4. General Comments:

No	?	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	?	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LTC	MAJ	CPT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	?	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10th	6th	2nd
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>